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development. You made "only a limited appeal to the understanding" from eight to twelve. And you expect a dawn of reason and intellectual balance at twelve? No, you expect what you are able to find exemplified in pathological cases—disintegrating emotional instability and fluctuation. You reap as you have sown.

The health, the sanity, the intellectual curiosity and hunger of normal youth have deeper roots.

WILLARD C. GORE.

THE UNIVERSITY OF CHICAGO.

The Making of Our Middle Schools: An Account of the Development of Secondary Education in the United States. By ELMER ELLSWORTH BROWN. New York: Longmans, Green & Co. Pp. 547. \$3.

To the reviewer it is difficult to understand why this work of Mr. Brown has not received more attention—unless it be the very magnitude of the undertaking. Our secondary schools present the largest number of problems in organization and curriculum of any stage in present-day education. They deal with the most critical and important period in school life and have long furnished fruitful material for discussion. When a subject of such importance is shown by the attractive light of its historic setting in the logical, sane, and scholarly way that every theme which comes from the pen of Mr. Brown is handled, the result may well challenge the interest and careful criticism of all educators who look beyond the daily routine.

Moreover, it should be remembered that, while the secondary systems of Germany, France, and England have been most clearly and adequately described and discussed, there has never before been rendered a real connected account of our own high schools and academies. In fact, even a cursory reading of this scholarly book convinces one that, in spite of the rapidly changing principles and methods of secondary work, it will be considered the authority for the next quarter of a century at least, and must always remain the basis of any work written hereafter on the history of secondary education in this country. If the author had never produced anything else to entitle him to the prominent position which he holds among specialists in education, *The Making of Our Middle Schools* should have earned him this distinction.

The Making of Our Middle Schools seems to have been the outcome of articles contributed to the *School Review*, but it is far from being a mere compilation, filled with the repetitions, incongruities, and disconnectedness of most philosophical and educational books which have originated in this way. The logical method is revealed at every stage. After showing the impossibility of accurately defining the field of secondary education, because of its variations at different periods of our history and in different parts of the country, and describing the best efforts to define it that have been made from the standpoints of curriculum, psychology, biology, and sociology, Mr. Brown enters upon a historical account of the development of secondary schools in this country. He treats educational history as one side of the history of civilization and makes it apparent at every step how our secondary schools are an outgrowth of American life and ideals. Thus the modest, but appropriate, title of the book is justified.

Mr. Brown divides the history of secondary education in America into the periods of the Latin grammar school, the academy, and the modern high school. In this he does not draw hard-and-fast lines of demarkation, but shows how these different stages shade into each other as the occupations, ideals, and character of the people

have progressed or shifted. This division of our educational history, to be sure, is not original with Mr. Brown, for it was well worked out by Mr. Martin in his *Evolution of the Massachusetts School System*, and by others nearly a decade before; but nowhere is there so careful a statement of events or a more consistent sequence of narrative. Mr. Brown has been successful in avoiding the error of the educational writer who runs altogether to interpretation and generalization without due regard for the facts, and the equally common, though opposite, extreme of the chronicler who stuns the reader with his array of facts, but leaves him quite unenlightened as to their significance.

According to Mr. Brown, the period of the Latin grammar schools embraced the days of our educational apprenticeship to England, but the era in which the academy sprang up and flourished was a time of protest and reaction, while the high-school period has been a pure expression of American life and character with less regard to the attitude of Europe and her schools. Our Latin grammar schools were transferred to us in the colonial days almost bodily from the mother-country, and were aristocratic both in patronage and in curriculum. Through our isolation, material problems, and increasing diversity in religious doctrines, these schools began to decay somewhat before the middle of the eighteenth century, and were gradually succeeded by the more democratic, less sectarian, and generally broader academy, which found its first prototype in the similar institution of the English non-conformists. The struggles and sacrifices of a group of benevolent people in establishing and maintaining these academies in a thousand American communities, the broad catholic spirit of the instruction and methods, and the splendid set of schoolmasters who appeared under the system engendered a love and loyalty for this close corporation ideal, which kept the academy as the dominant type of American secondary school for half a century. But nothing could resist the growth of the secular spirit, and since Horace Mann finished his work, the modern high school, established first in Boston in 1821, has gradually come to the front. Nevertheless, as the representative of a different ideal, the academy has also remained, and a variety of other secondary agencies of a special nature have been called into existence to supplement the high school in meeting the changing needs and conditions that have arisen.

More interesting and valuable even than this historical basis is the statement of recent tendencies in our secondary schools and of the outlook for the future, which is contained in the last four chapters of the book. These tendencies are grouped under three heads: the better adjustment of secondary schools (1) to schools above and below them; (2) to the changing ideals of American life; and (3) to the individual capacities of the students. Mr. Brown believes that there are indications, as a result of these tendencies, that the high school will be brought more in touch with life, and that the demand for educational ideals rather than preparation for college will increase; that more thoroughly and scientifically trained teachers with greater ability and nobler aspirations will be forthcoming, and that more vital methods of instruction will appear; and, finally, that the spirit of democracy will be furthered by guarding against artificial standards, enabling each student to develop himself most effectively, and by promoting a wholesome interest in public affairs.

The Making of Our Middle Schools is a genuine product of the scientific method. Such a scholarly work must already have done much to acquit the subject of education from the common charge of being mere vapid enthusiasm without definite aim, scope, or method, and to raise the general tone and standing of those professing it as a specialty. If a few more such books can be produced, education will ere long secure its coveted recognition as a science.

Yet it is largely this very effort at accuracy in narrating all the facts that has brought about the only real defect in the book. The style is apt to be heavy in places, and, in spite of the evident sequence in treatment, sharpness of outline is not often secured. Even a scientific investigator should not find it necessary to present all that he has discovered. In revealing the truth, it often becomes his duty to forget or omit part of his results. In historical research this neglect of certain details is absolutely necessary, if we are to secure a proper perspective or genuine interest in the subject. Moreover, one reason for writing a textbook is to save the reader the necessity of wading through a mass of records himself. Of course, this book of Mr. Brown's comes far from giving the contents of all the documents that he found relating to the subject, but much that appears in the second, third, and fourth chapters, for example, might be eliminated for the sake of interest and clearness, without sacrificing anything essential to the narrative.

This encyclopedic characteristic of the book would seem to prevent it from being a good textbook for any except advanced students. It would be a great boon to teachers, if Mr. Brown would consent to cut the work down to less than one-half its present bulk, and thus make a standard text on American secondary education. This should not mean the abandonment of the present volume, since it must always remain the great reference work on the subject and a most valuable source-book for advanced students. And whether this condensation ever takes place or not, it will be conceded that the author has produced one of the few great works on the history of education in America.

FRANK PIERREPONT GRAVES.

TEACHERS COLLEGE,
University of Missouri.

A History of England. By CHARLES M. ANDREWS. Boston: Allyn & Bacon, 1903. Pp. xx+588.

A Short History of England. By EDWARD P. CHEYNEY. Boston: Ginn & Co., 1904. Pp. xvi+695.

The British Nation: A History. By GEORGE M. WRONG. New York: D. Appleton & Co., 1903. Pp. xxxii+616.

These three works constitute a welcome addition to the suitable school texts in English history. All have the qualities now deemed essential in such books, viz., prepared by an expert, and equipped with numerous authentic illustrations, carefully prepared maps, and a bibliography. They differ, however, in certain respects, so that a separate consideration appears useful.

Mr. Andrews' volume abounds in excellent illustrations, somewhat more than half being devoted to persons; and in numerous maps, notable among which are the series of seven illustrating England and France, 1154 to 1453, and three showing India in 1763, 1850, and 1903. Maps of Scotland, Ireland, and the Netherlands, with historical detail, are also given. A better equipment in this matter could scarcely be asked. The only notable omission is a map of physical feature and natural resources. Indeed, this aspect of English history seems to be too lightly treated, there being scarcely any reference to the important part which geography has played. The most distinguishing feature of the book is the excellent bibliographical material which Mr. Andrews